



Accessibility Plan

Accessibility Plan

Plympton St Maurice is committed to providing a full curriculum for all children. Our school aims to build a supportive, caring community within which the dignity, rights, cultures and attitudes of others are recognised. We aim to work together in an atmosphere of mutual respect, establishing a culture which encourages every one of us to; realise our full potential, make use of our special talents and achieve individual excellence.

Introduction

This plan has been drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in 'Accessible Schools: Planning to increase access to schools for disabled pupils', issued by the DfEs in July 2002.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA)

'A person has a disability if he or she has a physical or mental impairment that has a substantial and long term effect upon her or his ability to carry out normal day to day activities.'

Key Objectives

To reduce and eliminate barriers to the curriculum and to full participation in the school community for children, and prospective pupils, with a disability.

Principles

- Compliance with the DDA is consistent with the aim's of our school, our Single Equality Scheme and our Special Educational Needs Policy.
- The school recognises its duty under the DDA (as amended by SENDA):
 - ❖ Not to discriminate against disabled children in our admissions and exclusion, or the provision of education and associated services
 - ❖ Not to treat disabled children less favourably
 - ❖ To take steps to avoid putting disabled children at an unfair disadvantage
 - ❖ To publish an Accessibility Plan
 - ❖
- In performing their duties the governors and staff will have regard to the Disability Rights Commission Code of Practice (2002)
- The school recognises and values parent's knowledge of their child's disability and its effect on her/his ability to carry out normal activities, and respect the parent's and child's right to confidentiality;
- The school provides all children with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual children and their preferred learning styles; we endorse the key principles of the National Curriculum 2002 framework, which underpins the development of a more inclusive curriculum;
 - ❖ Setting suitable learning challenges
 - ❖ Responding to children's diverse learning needs
 - ❖ Overcoming potential barriers to learning and participation for individuals and groups of children.

Structure of the Plan

The Disability Access Plan has three distinct but related elements. These are

- Improvements in access to the curriculum
- Physical improvements to increase access to education and associated services
- Improvements in the provision in information in a range of formats for disabled children
-

Curriculum

Aims

To provide a curriculum for all children that is appropriate for their needs to ensure that the curriculum is delivered in such a way that all children, regardless of their impairments, fully benefit from it

- Physical improvements to increase access to education and associated services
- Obtain information on future children joining our school to facilitate advanced planning for accessibility
- Differentiate the curriculum by task, resources and outcome
- Liaise with external agencies and services (physical, sensory, learning, behaviour)
- Detailed information regarding all children given to teaching staff
- Appropriately trained teaching staff to support range of curriculum needs i.e. Mrs Parrott training with a physio therapist and occupational therapist to support the development of gross motor skills and balance a Year 4 child to allow him better access to the physical aspects of our curriculum.
- Special arrangements made for SATs (extra time applied for, use of amanuensis) QCA tests
- Specialist resources available to support specific needs e.g. large display calculators, audio tapes brightly coloured/audible balls
- Child and parents/carers involved Accessibility Action Planning
- SEND CO and specialist agencies give specialist report

Physical Environment

Aims

To ensure that all the school buildings and grounds are fully accessible to children with mobility, sensory and other impairments

To provide appropriate educational equipment and physical aids to ensure that the educational programmes in the school can be fully accessed by all children

- The school will take account of the needs of the children and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises:
 - ❖ Improved access
 - ❖ Lighting
 - ❖ Acoustics
 - ❖ Colour schemes – colour coded areas/highlighted areas /contrasting door frames edge of steps etc. /defined
 - ❖ Further development of accessible features – handrails/ramps/door furniture/toilets
 - ❖ Visual alarm system

Provision of Information

Aims

To provide for children and their parents, information about the school and its curriculum in a format that takes account of any disabilities. The school will make contact with local services, including those provided by the LA for the provision of information in alternative formats when required or requested

- School Improvement Plan
- Asset Management Plan
- SEN policy
- Equal Opportunities Policy (replaced with Single Equality Scheme)
- Curriculum Policies
- Inclusion Policy
- Behaviour Policy
- Assessment Policy
- Admissions Policy
- PSHE & Citizenship Policy

Audit of present provision – Appendix 1

	What we are already doing	What needs to be done
Physical Access	<ul style="list-style-type: none"> • Wheelchair access to main building • Wide easy access corridors and main door ways • Wheel chair access shower room and separate W.C. • Level pathways • Visually accessible evacuation systems that include pictorial representation and an auditory component • All areas are well lit • Carpeted through out to reduce background noise • Three class rooms have suspended ceilings. • KS1 furniture is colour co-ordinated. • Sinks are all low level • Improved parking to allow for disabled parking provision if/when necessary. • Improved signage to ensure it is clear 	<ul style="list-style-type: none"> • Tactile and carefully considered colour systems to assist navigation of site • Suspended ceilings for those classrooms in main building • Colour co-ordinated furniture in KS2 • Review apparatus and equipment to ensure they meet the needs of both pupils and staff
Curriculum Access	<ul style="list-style-type: none"> • Training programme to support present pupils needs is in place • Speech and language groups • PLIT/BST support • Class rooms are spacious and easily adaptable • TA support for SEN • Differentiated planning • organisation of pupils for learning includes whole class, paired, groups and individual work • Specialist equipment and TA support enables pupil participation within PE • Silver SEAL embedded across the curriculum • Single Equality Scheme written and Action Plan in place 	<ul style="list-style-type: none"> • Further training to update staff and reflect the needs of new cohorts of pupils as and when necessary • Audit resources and extend range • Multi-cultural developments need to be embedded
Access to Information	<ul style="list-style-type: none"> • use of clear font when publishing newsletters and information for parents • Illustration to support written communication • direct communication with parents who have 	<ul style="list-style-type: none"> • seek specialist support where appropriate

	<p>difficulty with standard forms of printed information</p> <ul style="list-style-type: none"> • Email communication with teaching staff is now available for parents/carers • Texting service in place to communicate with parents • Updated website • Texting service for immediate communication 	
--	--	--

Date of Revised Disability Action Plan – February 2016

Member of staff responsible –Mrs Baxter SENCO

This plan was drawn up by Mrs Tustain - Head teacher

Appendix 2 Action Plan

		Objective	Specific Action	Who is responsible?	When will this be done	How will we know if this has made an impact? (success criteria)
SHORT TERM - GENERAL	1	Establish what we have accomplished and what remains to be done if/when necessary	Review and audit our present provision in the three key areas using the 'Access Plan Formulation' adapted from the Accessible School: Summary Guidance. DfES June 2002.	SEND CO HT Governors	When required	Audit completed and supporting step 2/3
	2	All bodies aware of the requirements and obligations regarding Accessibility	Staff and Governors informed of requirements, duties and obligations regarding Accessibility Planning	HT to present Accessibility Plan to governors	Spring 2017	Raise SENDCo and governors awareness of requirements, duties and obligations regarding Accessibility
	3	Review school Accessibility Plan	Review Access Plan that ensures compliance with DDA and Code of Practice and complimentary to the requirements and ethos of our school & present Accessibility Plan at staff meeting and Governor's meeting	SENCO /HT / Designated Governor	Spring 2017	Plan agreed and a rolling programme of improvements and adaptations to the curriculum/physical environment/in formation in place.
MEDIUM TERM -	5	Increase facilities on the school grounds for	Research, design, apply for funding and see project through	SEND Co /HT / SEN Governor	As/when required	Needs of users considered and addressed

<i>PHYSICAL ACCESS</i>		children with known disabilities.	to completion.			
MEDIUM TERM – CURRICULUM ACCESS	6	Review curriculum policies to ensure they continue to reflect diversity, different groupings and fullest participation of all pupils	Curriculum policies updated in respect of inclusion	SEND Co /HT / Designated Governor	Ongoing , as required	Teaching staff are aware and planning for full curriculum access
LONG TERM- PHYSICAL ACCESS	8	To ensure accessibility to all buildings by disabled pupils/people	All future decorating to consider both tactile and visual qualities	SEND Co /HT / Designated Governor	Ongoing	Needs of users considered and buildings accessible
LONG TERM - GENERAL	10	To be aware of the needs of future pupils and users in advance	To develop cross phase links that provide appropriate information regarding the needs of future pupils and users	SEND Co /HT / /Designated Governor	Spring 2017 onwards	Appropriate information informing advance planning for accessibility.